CMS Lesson Plan

Teacher: Clary, Grimes and King Lesson Date: Week of 11/9

Subject: 8th Georgia Studies

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  **SS8H4: Describe the impact of events that led ot the ratification of the United States Constitution and the Bill of Rights.**   1. Analyze the strengths and weaknesses of both the Georgia Constitution of 1777 and the Articles of Confederation and explain how weaknesses in the Articles of Confederation led to a need to revise the Articles. 2. Describe the role of Georgia at the Constitutional Convention of 1787; include the role of Abraham Baldwin and William Few, and reasons why Georgia ratified the new constitution.   **SSCG1: Describe the role of citizens under Georgia’s constitution.**   1. Explain the basic structure of the Georgia state constitution. 2. Explain the concepts of separation of powers and checks and balances. 3. Describe the rights and responsibilities of citizens. 4. Explain voting qualifications and elections in Georgia. 5. Explain the role of political parties in government. | *Thursday, Friday Schedule*  **Opening-Introduction Question**  **Lesson part 1- Benchmark Review**  **Closing-Ticket out Door**  EU/EQ- Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.   * What led to the evolution of Georgia’s government from a royal colony to a constitutional democracy? (H4a, b) * How did past experience of the patriots with England’s monarchy influence their decisions regarding a new form of government? ( H4a, b) * What were the strengths and weaknesses of the Articles of Confederation and why was the decision made to write a new document rather than revise them?(H4a) * What were the strengths and weaknesses of the Georgia Constitution of 1777 and how were these weaknesses addressed? (H4a) * How did the new government assure citizens that it would not impose the oppression of the past monarchy? (H4a, CG1a)   What persons /groups/events were significant to the development of the new government of the U.S. of America and of Georgia and how? H3b, H4b  EU/EQ- Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.   * What persons/groups/events were significant to the development of the new government and how? (H3b, H4b) * What role did Georgia play at the Constitutional Convention of 1787 and how did Abraham Baldwin and William Few influence Georgia’s role? (H4b) * What is the basic structure of Georgia’s Constitution and how does it protect the separation of powers? (CG1a, b) |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)***:**  EU/EQ- CONFLICT AND CHANGE: The student will understand that when there is conflict between or within societies, change is the result.  EU/EQ- DISTRIBUTION OF POWER: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary value and beliefs  EU/EQ- LOCATION: The student will understand that location affects a society’s economy, culture, and development.  EU/EQ- GOVERNANCE: The student will understand that as society increases in complexity and interacts with other societies, the complexity of the government also increases. | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 5-20 minutes | **Get started/Drill/Do Now:**  Monday*-Complete PopQuiz and review on GA Constitution, US Constitution and US Constitution*  *Tues-Fri: 20 Minute Clear on Content-Related Topic*  *Thurs/Fri-Student selected reading/students will read and write about the basic rights and responsibilities of Georgians through the revised Constitution of 1783.*  SS8CG1 – The student will describe the role of citizens under Georgia’s constitution.  Basic Rights of all Citizens:  Right to free speech  Right to worship freely  Right to a trial by jury  Basic Responsibilities of all Citizens:  Take care of one’s self  Respect the rights of others  Obey rules and laws | **Summarize (quick write)** |
| 15-20  min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  **Monday-Students will review the GA constitution of 1777 and Articles of Confederation; we will also review H4 related Vocabulary.**  **Students will then watch a brief video on Abraham Baldwin and William Few. Students will create a Venn Diagram which lists 4 facts each about them. They will also include 1 picture. Also, students will review a partner’s Venn Diagram and compare and contrast them.**  Tuesday/Wednesday-Students will review test on documents and take notes based CG1 and GC2.  Thursday/Friday- Students will review test on documents and take notes based on CG3 | **Review Questions** |
| 15-20 min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, and shared writing, discussion, writing process.)*  **Monday: Students will review test and take notes on GC1.**  **Tuesday/Wednesday: Students will review a brief DI powerpoint CG1 and CG2; review Abraham Baldwin and William Few.**  Thursday/Friday: Students will work on  **CG3 and CG4 in DI powerpoint. And classroom discussion.** | **Review Questions** |
| 15-20 min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  **Monday-Students will complete activity based on CG1-CG3 and H3 (review students only) (stations) (Tuesday and Wednesday)**   * **Station 1 (review station): Write Standard and it’s meaning H4a; Answer these 3 essential questions:**   **Students are answering questions again.**   * What were the strengths and weaknesses of the Articles of Confederation and why was the decision made to write a new document rather than revise them?(H4a) * What were the strengths and weaknesses of the Georgia Constitution of 1777 and how were these weaknesses addressed? (H4a) * How did the new government assure citizens that it would not impose the oppression of the past monarchy? (H4a, CG1a) * Create a 3 Circle Venn Diagram that compares and contrasts the Articles of Confederation and GA constitution of 1777. 5 facts each. * Draw a picture that represents the weaknesses in each.   Station 2: Complete Review of CG1:  Write down CG1 Standard: S**SCG1: Describe the role of citizens under Georgia’s constitution.**   * What is the basic structure of Georgia’s Constitution and how does it protect the separation of powers? (CG1a, b ) * What are the rights of citizens and what responsibilities accompany these basic rights of citizenship? (CG1c) * How does the Georgia Constitution provide the framework for the rights and responsibilities of citizens and government? (CG1) * What are the qualifications for a person to vote in Georgia? (CG1d ) * What is the basic function of political parties and how do they represent voters with different opinions? (CG1e).   Pretend that you are writing a document that provides a lesson to your peers about their rights and responsibilities. Include in your document how Georgia’s government is structure (include legislative, judicial and executive); Also include the rights of citizens and what responsibilities that accompany these rights; also include the qualifications for a person to vote in Georgia.  Station 3:Write the standard:  **SSCG2: Analyze the role of the legislative branch in Georgia state government.**  **Answer the following questions:**   * What are the qualifications, duties, and terms of office for members of the Georgia General Assembly? (CG2a) * How is the Georgia General Assembly structured? (CG2b) * What actions do the members of the General Assembly take to keep citizens safe and free? (CG2) * What are the steps of the legislative process? (CG2c) | **Review Questions**  **Oral Assessment** |
| m10-15 min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Monday-Friday: Complete stations, if needed; Review Answers to stations. Discuss information about the Constitution of 1777 and Articles of confederation.   1. Answer essential questions from CG1-3 2. Define words:  * Governor * Lieutenant governor * Executive Branch * education * human resources * public safety * transportation * economic development and natural resources * state agencies | **Review Questions**  **Oral Assessment** |
| 5-10 min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  **Monday-Friday: Complete TOD which includes review on Standard CG1-3 and E2** | **Summary** |
| 5-10 min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  *Mon-Fri: We will discuss TOD answers as a class and discuss DLIQ.*  **Students will write out the DLIQ for today’s lesson and share in a class discussion.** | **Summary** |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  Students who are in need of assistance with ask teacher or work with teacher in group and/or will be given alternative reading materials and alternative assessments. | **Students will complete choice activities and summarize** |

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| Textbook Correlation:   * pp. 143-146, 149-150, 151-152, 155-156 * pp. 149, 149, 153, 154, 155, 157, 158, 159, 161, 162   Textbook Correlation  pp. 472, 508-509, 522, 530, 546, 549-551, 578, 580-583    [Lesson Plan - Comparing State Constitutions](https://www.icivics.org/teachers/lesson-plans/comparative-constitutions) **NEW!**  [Using the SmartBoard, play the Checks and Balances & Branches of Government games together](http://www.sheppardsoftware.com/usa_game/government/%20checks_and_balances.htm) Digital Resoures  * [Georgia Constitution](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-588&sug=y) * [Georgia Constitution Webpage](http://georgiainfo.galileo.usg.edu/gacontoc.htm) * [Government and Laws: Overview](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1340&sug=y) * [Georgia Bill of Rights](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3015&sug=y) * [Writ of Habeas Corpus](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3741&sug=y) * [Land of Opportunity](http://www.gpb.org/georgiastories/stories/land_of_opportunity) * [Election Structures and Reform](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1379) * [Third Parties](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1372&hl=y)   [Voting](http://www.georgiaencyclopedia.org/articles/government-politics/election-structures-and-reform) Required Portfolio Assessment Task- **Funny Politics- Selected Response/ Performance Task (Required)**  Textbook Correlation  pp. 536-538; 540-541  [Maps of General Assembly Districts](http://georgiainfo.galileo.usg.edu/g-a_maps.htm)  Information on the legislative branch  Georgia Stories   * [The Legislative Process](http://www.gpb.org/georgiastories/story/legislative_process)   [Role of the legislative branch in Georgia state government](http://www.gpb.org/georgiastories/gps/SS8CG2) Required Portfolio Assessment Task- **Funny Politics- Selected Response/ Performance Task (Required)**  Textbook Correlation  pp. 536-538; 540-541  [Maps of General Assembly Districts](http://georgiainfo.galileo.usg.edu/g-a_maps.htm)  Information on the legislative branch  Georgia Stories   * [The Legislative Process](http://www.gpb.org/georgiastories/story/legislative_process)   [Role of the legislative branch in Georgia state government](http://www.gpb.org/georgiastories/gps/SS8CG2)   * [Information on Georgia's Government](http://georgiainfo.galileo.usg.edu/gagovt.htm) * [FAQs about the Georgia General Assembly](http://georgiacivics.org/images/lesson-docs/legfaqs.pdf) **NEW!**   [Levels of Government](http://georgiacivics.org/images/lesson-docs/govlevels.pdf) **NEW!**  **Digital Resources:**  Georgia Stories   * [The Executive Branch](http://www.gpb.org/georgiastories/stories/executive_branch)   New Georgia Encyclopedia  Executive Branch: Overview   * [Lieutenant Governor](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-830)   <http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-830>   * [Office of the Governor](http://gov.georgia.gov/02/governor/home/0,2822,165937316,00.html) * [Lieutenant Governor](http://ltgov.georgia.gov/02/ltgov/home/0,2229,2199618,00.html) * [Ben's Guide to Government for Kids](http://bensguide.gpo.gov/) |
| **Digital Resources:**  Georgia Stories   * [The Executive Branch](http://www.gpb.org/georgiastories/stories/executive_branch)   New Georgia Encyclopedia  Executive Branch: Overview   * [Lieutenant Governor](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-830)   <http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-830>   * [Office of the Governor](http://gov.georgia.gov/02/governor/home/0,2822,165937316,00.html) * [Lieutenant Governor](http://ltgov.georgia.gov/02/ltgov/home/0,2229,2199618,00.html) * [Ben's Guide to Government for Kids](http://bensguide.gpo.gov/) |
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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)  -Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |